

MIT sells out of Tech Sq.

MIT announced Wednesday that it will sell all its financial interests in the Technology Square project.

The move comes ten years after MIT entered into the venture with Cabot, Cabot, and Forbes Co. CC&F now assumes the role of sole owner of the project.

Qualified observers speculate that MIT sold its interests in an effort to increase available operating capital. Since estimates of the property's value range around \$10,000,000, and MIT's original share was 2/3, the move could net MIT six or seven million dollars.

MIT may use the money to further develop the Simplex site.

During the past three years MIT has come under fire from radicals for its role in the Tech Square project. The leftists likened the development to imperialism, claiming that MIT had displaced workers for its profit.

On the other hand, the city government welcomed and encouraged the project, and yesterday the *Cambridge Chronicle*, a local daily, editoria-



MIT has sold its interest in Technology Square (above) to its co-developer, Cabot, Cabot & Forbes Co.

lized that "MIT's involvement in the construction of Technology Square ... was an act of academic statesmanship that has benefitted both MIT and the City of Cambridge."

Dr. James R. Killian, Jr., Chairman of the MIT Corpora-

tion, and Gerald W. Blakeley, Jr., President of CC&F, in making the joint announcement, said that MIT's original principal goal in entering into the project was to help expand the tax base and job opportunities in Cambridge and that this goal has been met.

"MIT's main objective in entering, in agreement with the City, upon the Technology Square development was to build new taxable property for Cambridge and to create new employment opportunities in the City," Dr. Killian said.

"That goal has been realized. Technology Square is now the fourth largest source of property taxes in the City of Cambridge. New businesses have been attracted to the City, and the

(Please turn to page 6)

Harvard disciplines teach-in disrupters

By Alex Makowski

SDS disruption of a teach-in to justify America's SE Asia policy has led to disciplinary action by an angered Harvard administration.

Scheduled for Sanders Theatre during MIT's spring vacation, the teach-in was to include an appearance by the Vietnamese ambassador to the United States.

Efforts by Harvard officials to end more than an hour of shouting by several hundred radical students gathered to protest American policy failed, and the meeting had to be called off.

Criminal charges

A few days later the university filed criminal charges against three former Harvard students, SDS leaders who were expelled for their roles in previous actions. Harvard plans disciplinary action against students who played significant roles in the fracas; films shot by university cameramen will be used for identification.

The incident roughly paralleled a similar event at MIT two years ago. Walter Rostow, advisor to President Lyndon Johnson and a prime architect of US Vietnam policy, was shouted down by radicals when he tried to speak in Kresge Auditorium. No disciplinary action was ever taken.

Much of the Harvard community shares a disgust over the incident — one observer reported

"a display of unity rare in recent years." Even Nobel laureate George Wald, known for his sympathetic support of leftist students and their causes, supported a Faculty Council resolution condemning the action.

Derek Bok, Harvard's president-elect, described the disruption as "another sad example in a long series of efforts throughout history to suppress free speech. We must therefore perceive this behavior for what it is: a most serious challenge to the individual rights that are essential to the life of the university."

MIT incident

The MIT incident developed when Rostow returned to MIT for a closed seminar with faculty members of the School of Social Sciences. The Resistance, a left-wing group, learned of the visit and decided to use it as a focal point for protests against the Vietnam war. The administration countered by scheduling the open address in Kresge.

Rostow wasn't permitted much of an opportunity to present his case. Repeatedly Resistance members shouted questions from the floor and blotted out his answers with their catcalls. Through it all Rostow remained calm, never losing control of his temper. The disruption abruptly ended when a projectionist began showing a documentary film produced by a pro-Hanoi French concern.

Architecture platform gives Bldg.7 new life

By Pete Materna

Architecture students are hoping to relieve the barrenness of the Building 7 lobby with a series of platforms they are now constructing there. The idea is to provide a lounge area where students passing to and from classes can stop, sit down, talk, relax, eat donuts, read, and so forth.

Creators of the structure also hope to have displays of silk-screens or other art hanging by its walls, and to perhaps use it for groups such as coffeehouses.

Right now three of the platforms are in place, but the finished product will have nine platforms connected by stairs and covered with variously colored carpets. Benches will line some of the edges and there will be random pieces of furniture on some of the platforms. The highest of the platforms will reach the second floor and have a stairway over the second floor rail.

Four architecture students, Brandt Anderson, Bill Bersche, Eric Hoffman, and Karen Vogel designed the structure during January's Independent Activities Period. It is being built under their direction by about half of the Building Processes Course.

Faculty start anti-war drive

MIT faculty opposed to the Vietnam war gathered Monday to begin a more active campaign to end the war in accordance with the "People's Peace Treaty" negotiated between student organizations in North and South Vietnam and the United States.

The meeting, called by Professors Philip Morrison, Physics; Hayward Alker, Political Science; Sylvan Bromberger, Humanities; and Eugene Bell, Biology, was attended by about 30 faculty, students, and staff. In addition to advocating a peace settlement based upon the People's Treaty, the group decided to organize an information center to "actively disseminate" anti-war information.

There was a considerable amount of debate about adding a sentence to the introduction of the People's Treaty saying that the signers would no longer do any research having military applications. Morrison, who chaired the meeting argued that this would divert attention from the main goal of working against the Vietnam war. The motion was voted down by a large margin.

The group voted to substitute

Child care discussion due

By Bruce Peetz

An informally organized group of students, staff, employees, and faculty members, along with the MIT planning office, is sponsoring a Day Care Week starting Monday. The group calling itself the Day Care Work Group, organized the week after a large number of people expressed interest in full-day care.

In the past, the only day care available to the MIT community has been the Tech Nursery School, providing morning supervision for about 80 children. Last year, however, the Nursery set up an experimental all-day program for 4 children, and the Institute obtained funding for the full-day care of

another 15 at the KLF Child Development Center.

Experimental

These programs are only experimental, though, and do not meet the present needs of the MIT community. Over the past year 35 inquiries were made to the Tech Nursery School, and another 60 inquiries were made of the MIT planning office.

The group feels that adequate day care services for MIT must be found as soon as possible. The Day Care Week, then, will demonstrate the amount of support for day care here, gather data on what is needed and who needs it, and will serve as a forum of the exchange of information and ideas.



Professor Philip Morrison has long been associated with both protest against the Vietnam War and the drive to emphasize responsibility in scientific research.

a new introduction to the treaty reading in part: "The War in Indochina must be stopped. We, individual members of the MIT community, believe that it should and can be ended on the basis of the following Joint Treaty of Peace between the people of the United States, North Vietnam, and South Vietnam.

The treaty proposed that the

U.S. publicly set a date for complete withdrawal, and its support of the present South Vietnamese government, and respect the integrity of Laos and Cambodia. In return, the treaty asks that the North Vietnamese agree to a coalition government and discussions on the return of American prisoners.



GP

Shown at: 1:30, 3:00, 4:35, 6:10, 7:50, 9:30

EXETER STREET THEATRE

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Number of withdrawals soaring

By Dave Searls

Classically, there are three distinct ways to get out of an institute of higher learning: graduate, flunk, or drop out. Euphemisms aside, MIT generally corresponds to the rule.

Variations on the first option are legion, but the administration is widely dispersed. And, while the second contingency lies under the auspices of one office (the Committee on Academic Performance), the causes and processes involved are relatively standardized. But, in the case of a voluntary withdrawal, a large number of students leaving the Institute for one or several of many different reasons is funneled into a single office: that of the Dean for Student Affairs.

Year	Fall Term	Spring Term	Year Total
1970-71	77	—	—
1969-70	68	44	112
1968-69	—	21	—
1967-68	23	3	26
1966-67	26	13	39
1965-66	20	15	35

(Figure 1) — Voluntary Withdrawals through the Dean's Office.

demically Performance), the causes and processes involved are relatively standardized. But, in the case of a voluntary withdrawal, a large number of students leaving the Institute for one or several of many different reasons is funneled into a single office: that of the Dean for Student Affairs.

Nanette Lee Smith, an Assistant to the Dean who joined the small counseling staff last fall, undertook recently to compile statistics and other significant information concerning students leaving the Institute over a period of time. Her immediate aim was to create a tool by which the office might more effectively deal with students' individual problems, possibly by recognizing trends and correlations in such factors as background, course of study, and living group.

"We wanted something more solid to work with," she told *The Tech*. "Up 'til now, we've been sitting at meetings and talking just on the basis of our own impressions. For example, we had been under the impression that an abnormally high percentage of students were leaving school from a certain living group; our withdrawals study has shown us we were wrong on that."

No conclusions

Nevertheless, Dean Smith warns against any hasty conclusions on the basis of the limited number of students that have so far been studied. In the introduction to her study, she writes:

"May I caution the reader to keep in mind the relatively small number of students being discussed in this review. It is too early to reach any conclusions from the limited information provided. It is interesting to note, however, that the distribution in all categories of review is

wide and that few, if any, patterns seem clear."

In fact, the only recognizable, significant finding of the study so far has been a predictable yet sporadic rise in the number of voluntary withdrawals over the past several years (see figure 1).

Dean Smith stressed that even these figures might not be totally reliable, since they indicate only those students who go through the office of the Dean for Student Affairs.

"As of now, we really have no idea of the number of students who simply fail to register for the term — we're working on getting those figures now."

In-depth study

The main part of the study was concerned with the 77 voluntary withdrawals for the fall of 1970-71, categorized by class (see figure 2), for which Dean Smith did in-depth, personalized investigations. Itemization by course of study yielded little in the way of significant correlations; the number of withdrawals from each course corresponded roughly with the registration for that course. There was one exception: Mathematics (Course 18) accounted for 12 of the 77

CLASS:	NO.:
'70	3
'71 (yr. 4)	17
'72 (yr. 3)	30
'73 (yr. 2)	22
'74 (yr. 1)	3
Special	2

Total 77

(Figure 2) — Voluntary Withdrawals — Fall, 1970-71

withdrawals, slightly higher than would be expected. Dean Smith, however, could make no conjecture concerning this anomaly.

The hardest part of the study, according to Dean Smith, involved compiling the variety of reasons for the voluntary withdrawals, which she attempted to do by "carefully reviewing notes

written by each Dean following his conversations with a withdrawing student." Her classifications of motives, with the number of students involved in parentheses, is listed below:

- I. Personal Concerns (21)
 - A. personal concerns — undefined (5)
 - B. identity crisis (2)
 - C. illness (11)
 1. medical (6)
 2. psychological (4)
 3. family (1)
 - D. marriage (2)
 1. getting married (1)
 2. marital difficulties (1)
 - E. get self together politically (1)
- II. Finances (9)
 - A. in debt; needs money (4)
 - B. poor financial state and lack of motivation (5)
- III. Parents (3)
 - A. assert independence from parents (1)
 - B. parental pressure (2)
 1. to come (1)
 2. to stay (1)
- IV. Educational (6)
 - A. not sure what it means to get and have an education; not sure if he wants it; not sure what it's worth (6)
- V. MIT Education (14)
 - A. pressure here too great (2)
 - B. MIT education not meeting needs and desires (4)
 - C. academic status in jeopardy (4)
 - D. only wants one degree (2)
 - E. transferring (2)
- VI. Motivation (22)
 - A. pre-mature re-entry (5)
 - B. not sufficiently motivated to own satisfaction; confused; uninspired; not working up to capacity; needs to get better oriented — seems highly probable that student will return to MIT in a term or two (11)
 - C. unproductive; drifting; keeps

changing major; slopping way through MIT; has no idea where headed — seems likely student may never return to MIT (5)

VII. Miscellaneous (2)

- A. travel (1)
- B. extra-curricular activities (1)

Much overlap

"Obviously, there is much overlap of categories in any one student's motives for withdrawal," Dean Smith pointed

YEAR	FALL TERM			SPRING TERM			YEAR TOTAL		
	NW	D	Total	NW	D	Total	NW	D	Total
1970-71	31	11	42	—	—	—	—	—	—
1969-70	24	17	41	24	—	28	48	21	69
1968-69	—	41	—	22	7	29	—	—	70
1967-68	—	51	—	—	55	—	—	—	106
1966-67	—	37	—	—	54	—	—	—	91
1965-66	—	34	—	—	48	—	—	—	82

(Figure 3) — Actions of the Committee on Academic Performance (CAP); NW = Negotiated Withdrawal, D = Disqualification.

out, "particularly among sections II, V, and VI, in my experience.

"As far as academic trouble is concerned, we found that 22 out of the 77 had received at least one warning from CAP, though the vast majority of these had received no more than one.

"Also, of the 77 voluntary withdrawals, 13 had already been away from the Institute for a term, and two more for more than a term.

"One phenomenon we noticed was a varying time lag between when students stopped going to classes and when they talked to a Dean and signed a withdrawal card. In fact, the majority took from between two weeks to more than two months to see us. I think perhaps a few

of these were waiting for something magical to happen to solve all their problems, but I'm sure that most of them just didn't have the nerve at first to face their parents, and so on."

CAP actions

Of course, not all withdrawals are voluntary. When a student's academic standing is in jeopardy, action must be taken by the Committee on Academic Performance (CAP). Such action can take either one of two forms: disqualification (the conventional "flunking out") or negotiated withdrawal, the latter being a new option, initiated in the spring of 1969. It is described on page 2 of "Procedures for Withdrawal from MIT."

"When evidence seems to indicate that a student could

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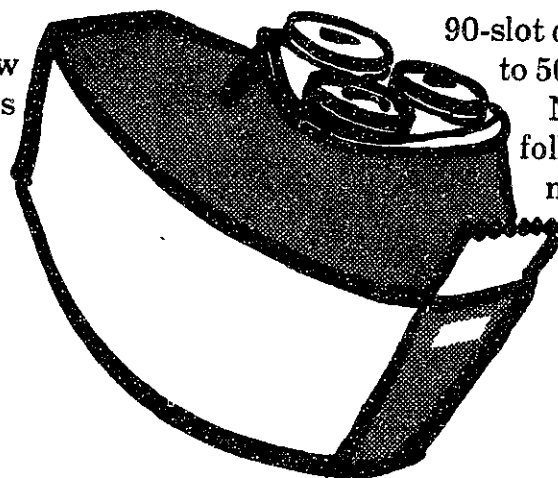
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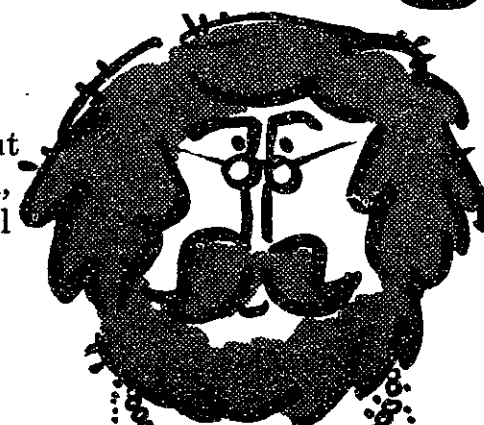
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Is there a connection?

Grades and esteem

By Lee Giguere
 "... most common is the individual who welcomes the relief from pressure offered by pass/fail - and yet is annoyed because he does not have a rank to compare his work with other students. The system suggested is to give marks in the form of letter grades but not have them recorded."

-FAC Survey
 Pass/fail may be headed for failure, not due to any inherent fault but because of the temperament of the students who are admitted to MIT.

Every year MIT sifts through its applications for the smartest (and implicitly) most competitive students who have been at the top of their class academically (as well as the leaders in their schools - socially and politically).

Once a student enters MIT as a freshman, however, he loses all the social pre-eminence that he won in high school. A seemingly insignificant member of the great mass of MIT students as he walks from lecture to lecture, the new student cannot help but feel his identity threatened when he is stripped of all the "symbols of status" that bolstered his identity in high school.

Thrown like a naked child

into this new environment, each freshman begins to cast about for new criteria for judging his worth against his peers. He seeks to establish his identity and gain some mark of personal distinction from the hundreds of other students around him.

For many, the only acceptable, and, more importantly, the only attainable way of earning distinction among his papers is through academic success - and grades are the most easily recognizable symbols of success in the academic community.

In this context, grades are much more than simply a measure of a student's progress in learning. They become the sole means for many students to establish their own identity. They become a psychological necessity.

This means that pass/fail is fighting against much more than faculty intransigence. In order for it to become anything more than a superficial success; that is, in order for it to promote any real changes in the attitudes behind education, students must begin to accept non-grading fully. The psychological implications of its acceptance are immense. It would mean that students would no longer base their identity on

the external signs of academic success. They would be freed to base their self-identity on personal interactions.

At the same time, this presents tremendous hindrances to the full acceptance of pass/fail by students. Before it can be a success, students must be able to forsake their psychological dependence on grading as a means for establishing their identity.

Hopefully, this can be accomplished, but the task will no doubt be long and difficult. Twelve years of education have inculcated in students a psychological dependence on grades. The dependence will certainly be hard to break, and the freshman year, with all its other uncertainties, offers the least chance of breaking this deep-seated dependence.

If the dependence on grades is ever to be broken (and grades mean more than just the marks a student receives in school; they mean the whole system society has evolved to confer status through the use of symbols) and people are to begin to form an evaluation of themselves which is honest and dependent only on their relationships with other people, grading must be eliminated from all four years of college. Freshman pass/fail is only stop-gap measure, aimed at a symptom. It fails to attack the real problem, and the real problem, human dependence on external status symbols for self-identity, is already beginning to rise up in conflict with it.

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Letters to The Tech

MIT - false image?

To the Editor:

The Tech was quite right when it stated in an editorial March 23 that "too many people far removed from the campus share some rather mistaken views about what MIT has to offer." In high school I did have some very mistaken views about MIT - solely derived from MIT publications.

MYTH 1: I read about the MIT Symphony Orchestra and figured I stood a fair chance among MIT students of getting into it. FACT: Fully a third of the orchestra members (ten of fourteen woodwind players) are not MIT students. My high school had a much larger instrumental music program for 4500 students.

MYTH 2: I read that students wrote, directed and produced an annual Tech Show. FACT: The traditional Tech Show is defunct. (The Tech never mourned it or explained why.)

MYTH 3: One can take subjects like "History of Engineering" or "Creative Photography" for humanities. FACT: 21.411 is not offered this year, and you have to win a lottery to take 4.051. (Has The Tech criticized this situation?)

MYTH 4: It is now possible to cross-register at Wellesley. FACT: It's damned near impossible if you are a Course II major with a moderate course load.

MYTH 5: It is possible for most students at MIT to become specialists in scientific or techni-

cal areas while participating actively in other departments. FACT: MIT is an assemblage of experts where performance counts, an undesigned student is a man without a country, and moderation is sometimes preached but never practiced. Rather than praise the MIT Symphony for its professional performance, The Tech might find out why there is no orchestra for amateurs at MIT. Instead of pushing for a twin of MIT polarized about the humanities, The Tech should examine ways divergent disciplines can be fully integrated into the life of the Institute.

As a start, the faculty could depolarize itself. Why not a humanities requirement for science and engineering profs and a science distribution requirement for humanities faculty?

Daniel Silber '72

Save the grass

To the Editor:

Spring is on its way and with it frisbees, kites, and just loafing in Kresge plaza. But is there going to be any grass to run on, to sit on, to lie on? Or will there be just dust and dirt? If we continue to use the grass for a side walk there won't be any left to play or relax on. It takes about five seconds longer to walk around than to cut across. Isn't it worth five seconds to have grass on campus? Please use the side walks for travel and save the grass for fun.

Don't kill the grass!

A grass freak

Nixon - nothing new

By Peter Peckarsky
 WASHINGTON-(April 7) Tonight, speaking from the Oval Room of the White House, President Nixon presented the facts so the American people could decide for themselves about Vietnam. Contrary to pre-speech publicity, the President did not reveal "the light at the end of the tunnel," or, in fact, indicate explicitly when the end of the tunnel would be reached.

Mr. Nixon reminded the American people that he had promised, during the 1968 campaign, to end U.S. involvement in the war. Tonight he said he expected to be held accountable for his performance in this regard (in other words, Pres. Nixon is planning to stand for re-election). So, let's "look at the record" and make a few things "perfectly clear."

A net flux of 100,000 men out of South Vietnam in the seven months between May 1 and December 1 of this year amounts to a monthly withdrawal rate of approximately 14,300 men, higher than the rate from May 1, 1970 to May 1, 1971, of 12,500 men per month. The authorized troop strength of 549,000 on January 20, 1969, has been ordered reduced to 284,000 on May 1, 1971, and

184,000 on December 1, 1971. In short, Mr. Nixon, on December first, will find himself in the position of having withdrawn from South Vietnam two-thirds of the men fighting in Vietnam at the time of his inauguration. Where will he go from there?

Residual force?

In tonight's talk, Mr. Nixon gave no indication of maintaining a residual force in South Vietnam as has been done in Korea. It seems clear that the American people, who put Mr. Nixon in the White House and who can, as he well knows, remove him from office, will not tolerate a decrease in the rate of troop withdrawal from Southeast Asia. At the rate of 14,300 men per month, all U.S. troops would be withdrawn from South Vietnam by January 1, 1973. It is possible that he will try to sell this plan to the people in December and campaign on it in 1972.

Reveal the date?

Thus, this appears to be the latest date at which U.S. involvement in Vietnam could end if Mr. Nixon decides to withdraw all U.S. troops. However, he said that if he were to reveal the date to the enemy it would allow the enemy to attack American troops as they were leaving

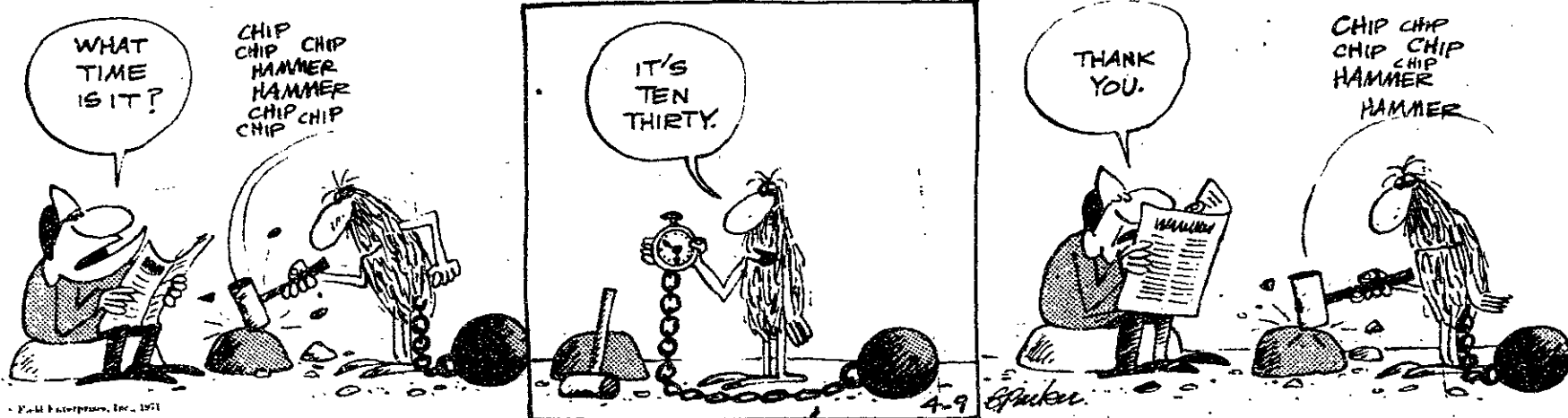
South Vietnam and would offer them no incentive to negotiate an end to the war and the release of all prisoners. Mr. Nixon asserted that the goal of U.S. involvement in Vietnam was to give the South Vietnamese a chance to survive instead of being overrun by the Communists. The President posited that a precipitate withdrawal (i.e. bringing the boys home now, or perhaps at the rate of 60,000 men a month between December 1, 1971 and March 1, 1972, to forestall a primary challenge by Rep. Paul McCloskey) would allow the Communists to prevail in Vietnam. He does not want to do this. Yet, as his actions with respect to Lt. Calley have shown, when it comes to a choice between principle and political expediency, Richard Nixon usually opts for expediency. Let us hope things will change.

Recrimination?

The President also predicted that a wave of massive recrimination would sweep the country if the Communists were to conquer South Vietnam. A crucial question is what will happen if the North Vietnamese win after a gradual American withdrawal. In his assessment of the Laotian operation, Mr. Nixon said that the incursion demonstrated that the Laotians can stand up to the North Vietnamese without American advisors. He failed to address the issue of whether the South Vietnamese can hold their own against their enemies without massive American air and logistic support. It is clear that without U.S. tactical air forces, the Laotian invasion would not have been planned. Furthermore, the operation obviously did not destroy the North Vietnamese war-making potential since North Vietnamese losses were less than those during the

(Please turn to page 5)

THE WIZARD OF ID



Bridge

By Daniel Reinharth

NORTH		EAST	
♠ K 9 7 4		♠ A 3	
♥ K 5 2		♥ A 10 6	
♦ 10 8 3		♦ K J 7 4 2	
♣ K 8 4		♣ J 6 3	
SOUTH		WEST	
♠ Q 10 6 2		♠ J 8 5	
♥ Q 8 4		♥ J 9 7 3	
♦ A Q 5		♦ 9 6	
♣ A 10 5		♣ Q 9 7 2	
South	West	North	East
1 spade	pass	3 spades	pass
4 spades	pass	pass	pass

A concept well-known to bridge addicts is "the gift." How often in the course of a long and arduous session is a hopeless situation transformed into a competitive possibility by an enemy blunder!

In today's hand North's over-eager bid of three spades was responsible for his partnership's reaching a hopeless game contract. When West led the deuce of clubs and dummy appeared, South's computations told him that he had at least four, and possibly up to seven, losers.

The jack of clubs was taken by the ace, and a low spade was led to the nine. East took his ace of spades and then committed the crucial error: he led a low diamond.

Declarer played low and was delighted to see his ten of diamonds take the trick, for suddenly there was a chance that good play could bring home the con-

tract. Since everything depended on losing only one heart trick rather than two, he decided to force the opponents to lead that suit.

The outstanding trump was drawn in two rounds, and the king of clubs was cashed. Declarer then took the marked diamond finesse, and finished stripping his hand and dummy by playing the diamond ace.

West was then thrown in with the lead of a low club. At this point North and South each had three hearts and a spade, West had three hearts and a club, and East held two hearts and two diamonds.

Since West had to either lead a heart or give declarer a ruff-and-sluff by leading a club, he chose the lesser of two evils and led a heart.

East's ten was captured by the queen and declarer was home free. When the third round of diamonds had been played West had discarded a heart. With three cards remaining in his hand, East was therefore now marked with two diamonds and a heart.

South accordingly led a low heart to the king in dummy with full assurance that nothing could go wrong. If East's heart was not the ace, then declarer had only one heart loser. If East's heart was the ace, as turned out to be the case, then he had to give South a ruff-and-sluff by leading one of his remaining diamonds.

Withdrawals

(Continued from page 3)

truly profit from being away from MIT for a term or more, CAP may suggest a negotiated withdrawal. This means that the Department and the CAP feel the student will be able to finish the necessary requirements for an MIT degree, but that, at the present time, it would be most beneficial for him to be away from the Institute for a while. The negotiated withdrawal is not an academic penalty, but rather a method by which the Institute seeks to encourage and help students make their educational process more meaningful. Actions of the CAP are summarized in the table (see figure 3).

Living group study

Further studies based on the 77 voluntary withdrawals (distinct from the negotiated withdrawals) included a categorization by living group. These, again, were largely inconclusive, although a relatively small number came from McCormick.

Dean Smith stressed again the lack of conclusions to be drawn from the data. "All this doesn't make much difference now — it is a beginning, though. At some

point we have to stop talking off the top of our heads...

"Another thing we're going to do is to start a study of readmissions: Some will always come back after a term or two, and we want to see why they came back, and what they did while they were gone, and what happened to convince them to come back.

"We're looking forward to a time when we will be able to trace problems back and take some positive action before a student feels he must withdraw, if the reasons are anything other than personal."

Nixon

(Continued from page 4)

1968 Tet offensive; as the hasty conclusion of the Laotian invasion and the failure of the invasion to meet its goals demonstrate, the North Vietnamese are still fighting three years after Tet.

Generation of peace?

In conclusion, the President reaffirmed that his goal is to end this war in such a way that we shall have a full generation of

Burchard: reform education

By David Searls

An "additional written comment" on the report of the MIT Commission, by John E. Burchard, Dean Emeritus of the School of Humanities and Social Science, has been made available to the MIT community.

The comments, which take the form of a personal letter to Professor Kenneth Hoffman, Chairman of the Commission, deal with the undergraduate humanities program and its function in developing a "social conscience" in scientists and engineers.

Burchard begins by expressing a belief that education could go far toward solving the problems of our technological society by instilling an attitude of "Naderism" in scientists.

"By and large we have not educated our students to be courageous when they have found their employers to be doing bad or potentially bad things... There are just as many covert sanctions at work in the armies of industry (or labor unions) as there are overt ones in the Department of Defense."

In considering the role of a humanities education in this pursuit, Burchard sees a need to intimately acquaint students with the idea of the "great men" of history, who have "struggled with human problems in situations where, though the details may have been different from ours, the principles involved were not..."

'Least possible gloss'

"The encounter should be direct with the least possible gloss, between the student and the great mind," continues Burchard. "The instructor who over-explains Dante or Aquinas is butting in on and diluting the encounter."

Rather, a humanities instructor should concern himself with a rich knowledge of the background material, believes Burchard, and not with intensive analysis for his students.

"This is where scholarship comes in — to provide him with a background so rich that he is never in difficulty with the foreground; and it should not imply that he is to carry his general students with him into his special investigations... Somehow a good teacher of the humanities must establish within himself the ability to cultivate his scholarly activity as an important thing in

itself, yet use it in his undergraduate teaching (at least of non-majors) only as a background resource."

While Burchard skirts the problem of tenure, he does state that, as a consequence of his theory that an instructor should have some affection for what he teaches, care should be taken to insure proper qualifications among instructors, and not just personal interest. In line with this, he proposes that "the entire list (of required humanities courses) should be examined by a non-partisan ad hoc group" in order to insure "a match of quality of the subject matter with the specific capacities of the teacher... but also the extent to which the subject matter seems to relate to the reasons why there are humanities requirements at all."

"I believe that MIT will make its greatest contribution to a

future better society through the production of graduates who have both technological skill and a highly developed sense of what I can only call social morality..." concludes Burchard.

"Sermons and lectures of hortatory character will not achieve anything... Humanities courses will be only tangentially relevant, whether they deal with Wittgenstein, King Lear, Plato, or Che Guevara; and most social science courses only a little more so; (but) it leaves too much to chance to expect that the experience will automatically occur in some of the professional courses... Most MIT undergraduates should have an experience or a chance at an experience possible only in a project type of course, in which the evaluation of alternatives will be a principal purpose, assessing economic, political, ecological, social, aesthetic, and other consequences."



A column on things

By Paul Schindler

As a general rule, one doesn't find a blanket review of a medium in a column of this type. That is usually left to Marshall McLuhan and others of his stature, and I am not going to set myself up as their equal. I will say that I have been in educational and commercial radio for four years. I know what the medium can do; to put it another way, what it isn't doing.

There is something wrong with radio. If I could put my finger on it, I'd be rich. I can't. Instead, listen to your radio. What do you hear? Music. All music; more music; happy music; the latest music. If it's the right time of day, you can hear all news, or all talk. Radio bills itself as an entertainment medium, however. Is music the only form of entertainment you can think of?

That's certainly not the case. But talk to or write to a commercial radio station manager. He will tell you that his station is in a commercial strait-jacket; that if they dare to experiment even a little, their revenue will disappear along with their audience. College stations are locked in by the fact that their formats must be similar, they say, or else they will have no audience. So no one experiments very much, and radio continues a 20-year trend into blarney.

It doesn't have to be that way, you know. Radio in this country is controlled by a federal agency known as the Federal Communications Commission (FCC). Right now, you may say, "But I already know that." What you may not know, unless you keep up on the news of this quickly-changing business, is that the FCC has taken a new stance: radio and TV stations must actually serve the com-

munities to which they are licensed, and provide them with the broadcast services they want and need. This is your chance to make yourself heard.

There are two ways to do this. First, when you hear radio programming you like, write not only to the station, but to the "Federal Communications Commission, Washington, D.C." The same should hold true if you hear a station whose programming consistently makes you ill. The FCC sits up and pays attention to letters from the listeners. And, if your complaint is specific enough, the FCC will send a copy of your letter to the station (with your name masked) and demand that the station explain its action. This kind of inquiry from the licensing agency which controls the stations' ability to broadcast usually brings immediate attention, although not always action. But, if no action is forthcoming and the FCC receives enough complaints on the same topic, on occasion action is taken.

The other method to influence the station is to call it and request that you be included in their survey of community needs. The FCC requires that the station survey its "community of license" and determine the community's needs and desires in terms of programming. The station may tell you that they will not be taking one for a year or so. If that is the case, it is up to you to persist, and call them back at the proper time. But do not let them fool you: the FCC states that they cannot farm this chore out; that they must perform it themselves. Interpretation of the rules is difficult; some say that only community leaders need be interviewed, others say community members must be included.

To be effective however, you must know what you want out of radio. Have you ever thought about it? If you don't, someone else will think about it for you — and what they come up with may sound a lot like W*KO.

(By the way, (see paid ad elsewhere in this issue) *Sam Patch, the greatest story ever told, so far...* is going to be on WTBS this Saturday evening at 9:30 pm. Just because I directed it is no reason to listen; listen because it just happens to be good. As a matter of fact, it's the funniest musical-tragedy I've directed in a long time.)

Nominations are now open for the Karl Taylor Compton Awards. These prizes are usually given to either seniors or graduate students or organizations of MIT in recognition of highly significant contributions to the quality of life at the Institute. Anyone in the MIT Community may submit a nomination to the Selection Committee, Compton Awards, in care of Prof. Roy Feldman, Rm. E53-490. Nominations should include supporting material, and must be submitted by April 28. The awards are donated by the Boston Stein Club, an MIT Alumni organization, and will be presented at the annual Awards Convocation in May. The Selection Committee consists of representatives of the student body, the faculty, the Office of the Dean for Student Affairs, the Graduate Student Council, and the Donor Organization.

To provide recognition for contributions to extra-curricular life at MIT, the student and faculty members of the Activities Development Board present annually the William L. Stewart, Jr. Awards. These are made possible by a grant from the W.L. Stewart Jr.

Memorial Foundation in memory of Mr. Stewart, a member of the class of 1923 and a member of the MIT Corporation from 1952 until his death in 1963.

The Stewart Awards are given in recognition of outstanding contributions by undergraduate student organizations or by their individual members.

Nominations should be received by Miss Litman in the Association of Student Activities Office, Rm 451, Student Center, not later than April 28.

Nominations are invited for the James N. Murphy Award to be given to an Institute employee at the Awards Convocation in May. The award was established in 1967 as a memorial to Mr. Murphy for his immeasurable contributions to community life at the Institute. It will be given to an employee whose spirit and loyalty exemplify this kind of inspired and dedicated service, especially with regard to students.

Nominations may be in the form of a short letter and will be considered by a committee of students and employees. They should be addressed to Dean Robert J. Holden (7-101), and must be received by April 28.

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Child care discussion due

(Continued from page 1)

of Trustees of the Tech Nursery School; John Donahue, KLH Child Development Center parent; representatives of the MIT planning office; members of the MIT Day Care Advisory Board; and representatives of area day care centers.

The work group stresses the informal air of these discussions. Although several topics will be discussed on different days, the group is anxious for anyone to come on any day they can make it. Part of the function of the Week is to answer any questions the MIT community members may have about day care. Sue Udin, a representative of the group, stressed this.

"We want to talk to anyone who is even remotely connected with MIT and is interested in the possibility of day care at MIT. We need their ideas and their support to demonstrate the necessity of such a program at MIT. Men should not consider themselves exempt. If they are fathers or prospective fathers, or simply have an opinion on the subject of day care, we want to talk with them."

The first three days of the Week, the discussion will focus primarily on the types of child



MIT obtained finances to subsidize 15 children of the MIT community at the KLH Child Development Center (above)

care that should be provided: Family care, infant care, group care in a center, nursery schools, playgroups, or coordinated home care. A questionnaire will be distributed on these days to gather specific data.

Subsequent discussion will be in the form of work groups concerned with actual short and long term proposals feasible under financial constraints that

deal with the data gathered earlier in the week. The cost is unexpectedly high, running as much as a college education in professional day care centers due to the 1 to 7 staff to children ratio required for infants.

The discussions will be held in room 491 of the Student Center Monday, Wednesday, and Friday, and in E52-461 on Tuesday and Thursday.

Urban car design contest set

By Buddy Miller

Last year's Clean Air Car Race (CACR), when all the hoopla died away, proved that there are ways of lowering pollution emissions from present-day cars; that there are other ideas worthy of research that can cut pollution even more; and that college students are not only capable of working on the technical aspects of these problems, but they also have a deep interest in doing so.

Now we are once again involved in an intercollegiate clean car contest, but the rules and objectives are considerably different from those of the CACR.

The new contest is known as the Urban Vehicle Design Competition (UVDC) and is being organized by an all-student committee located at MIT. Composed of students from several schools, the committee is headed by Robert Michaud, a senior in civil engineering at the Institute. He emphasizes the fact that the UVDC is not a race nor a mere low-exhaust-emission competition, but is rather a contest to design and build an entire car for use exclusively in urban areas.

The contest will not be coast-to-coast but instead will be staged in one of more cities where entrants can be tested against real urban driving conditions. The competition is scheduled for the summer of 1972, and one of the cities will definitely be Detroit so that the elaborate equipment for exhaust testing which is located there can be used.

One could postulate dozens of far-reaching effects the competition might produce, but it is more reasonable to extrapolate directly from what the CACR began to do. Students learned some of the problems which appear when trying to reduce the emissions of an engine. Schools learned that students work harder when inspired by a project or competition. Finally, school spirit was aimed at a constructive, educational goal.

Changes are now being made around the country to keep students inspired and working on

socially relevant problems. The committee has received positive responses from more than 50 of the 200 Deans of Engineering contacted, and it is expected that there will be at least 50 entrants in the UVDC.

Perhaps the most valuable thing a student can learn from a group interaction of this type is that a specialty is not so confining as he feared, for each competing car will represent the work of many different types of engineers as well as chemistry and management students.

Many students fear picking a major field of study because they do not know what they would like to spend their lives doing. It is hoped that this project will help lift the curtain on the "real world" and will show how several apparently divergent courses of concentration can all lead to a single project.

The committee states as the first of its three main objectives a desire to stimulate a project-oriented approach in engineering education which will be socially relevant. The committee hopes that this will encourage students to confront real-world situations and will provide a valuable supplement to academic activities.

The second objective is to

educate and stimulate the general public with regard to innovative concepts in vehicle technology that concern urban-area vehicles.

The third main objective is to contribute to the solution of an existing problem by focusing upon a project within the transportation field — specifically, the design and construction of an urban-area vehicle.

The second objective is already being realized to some extent, as a non-profit organization called Student Competitions On Relevant Education (SCORE) is now incorporating and will eventually serve the purpose of sponsoring such student competitions. It is possible that SCORE will sponsor the UVDC.

The entries will be judged by a panel of experts who will make their judgement on the basis of emissions, performance, noise, turning radius, parkability, safety, production cost, ability to crash without damage, energy efficiency, driveability, and space utilization.

These qualities will be judged by governmental and industrial standards so that the worth of these vehicles will be indisputable.

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Tech Sq. developer buys MIT's interest

(Continued from page 1)

work force in Tech Square numbers about 2,000.

"As an educational institution, however, MIT is not in the business of continuing such real estate developments. Thus, the time has come for MIT to withdraw from this investment. It does so with the assurance of CC&F that the development will continue as planned."

Mr. Blakeley said CC&F will carry out all original and present plans for the full development of Technology Square beyond its present levels. The change in ownership, he said, will not affect in any way either the present uses and management of the property or the plans for its further development.

"CC&F has been a partner in the formulating of plans for Technology Square and has had the responsibility as developer for carrying out those plans from the beginning of the project. We intend to carry through on those plans in every way, and there will be no change in the purpose of development," Mr. Blakeley said.

Dr. Killian said MIT was highly gratified with the success of Technology Square in producing jobs and tax revenue for the City and pleased with its partnership with CC&F in carrying the project to self-sufficiency. With its role in this development completed, the Institute will be better able to see through a development program of comparable benefit to the City on the site formerly occupied by the Simplex Wire and Cable Company.

When Simplex moved out of Cambridge to a new location in

Maine, MIT acquired its Cambridge industrial site with the expectation of eventually developing the site into a modern complex of housing and business yielding more taxes to the City and more job opportunities than before.

MIT has already embarked on a program of helping Cambridge enlarge and expand the amount of housing available in the City for families of all incomes. This "Housing Program in Cambridge" has the potential of developing some 1,600 to 1,700 new units of housing — about half for low-income families and the elderly.

The Technology Square project was started about a decade ago. It is believed to be the first time an academic institution (MIT) had joined with a private developer in creating a modern office and research center facility. Land for the project was assembled in two parcels — one through purchase of an antiquated soap factory, which had closed down, and the other through the purchase of an adjacent site from the Cambridge Redevelopment Authority which had acquired the property for urban renewal purposes.

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Poll analyzes advisor system

By Lee Giguere

"Most students are only vaguely aware of the FAC's existence. They have no idea what the FAC does or is even supposed to do..."

A recently completed survey, conducted by the Freshman Advisory Council, probed student reaction to MIT's advisory system, as well as pass/fail, registration/scheduling, course and subject interests, publications and IAP.

The survey revealed that practically no students felt their relationship with their freshman advisor was "close." Most, in fact, described their relationship in terms that suggested the relationship was "formal" or "semi-formal." (None of these labels actually appeared on the questionnaires, which had descriptions of possible relationships instead.)

Advisor desirable

However, "Most freshmen thought it was relatively desirable to have an advisor — their ideal advisor — but they also expected nothing or almost nothing from an advisor." According to the survey, the advisor "is very likely to be among the people the student eventually seeks out (for help with a personal problem)."

Upperclassmen (sophomores

CAR COOPERATIVE

On Monday, March 22, the Boston Car Cooperative installed the first of four commuter ride boards in the E19 Servend lunchroom at MIT. These boards are for the convenience of regular commuters to MIT and are designed to match neighbors who would like to travel in car pools.

According to Bob Miller, a graduate student in Course III, the Cooperative has two major goals: first, to reduce air pollution by encouraging car pools, which reduce the number of cars on the road, and second, to create a popular awareness of the general advantages of group travel over one-to-a-car travel — advantages both environmental and financial.

It is hoped that the ride boards will help attain these goals by pairing neighbors traveling on similar schedules, who might never otherwise know each other.

For further information about the activities of the Boston Car Cooperative, you may call: 354-9490 (Greater Boston Ecology Action), x3312 (Bob Miller) or x1702 (Jane Sauer).

and juniors), the survey reports, responded in much the same ways as the freshmen sampled. Characterizations of relations with upperclass advisors revealed that their relationships were "much more formal."

Associate advisors

The associate advisor program, according to one of the students who analyzed the questionnaires, is weak. "The associate advisor plays a weak role in counseling the freshmen." His role is "limited to advising in curriculum decisions." A large number of the respondents indicated that "the associate advisors had only a small chance of taking hold at MIT."

Pass/fail, the survey reports, received "enthusiastic support" from "almost everyone." However, the survey analysts claim that the responses "sound too much like they came from the book (the Freshman Handbook) rather than a true evaluation of pass/fail's impact." The survey also notes that while students favor being graded pass/fail, they still seek to have grades with which they can compare their work with that of other students. Students appear to "welcome the relief" from pressure and the lessening of academic demands, while claiming that they were less motivated and annoyed by not having a rank to compare their work with that of other students.

Change in major

"More than 50% of the freshmen who responded to the question changed their choice of major since coming to MIT." The main reasons for changing major, the survey revealed, are

"1) change in academic interests, 2) job scarcity in a particular field, 3) experience in freshmen subjects, 4) personal changes." Almost 2/3 of the upperclassmen who responded had changed major. The "most important" criterion, according to the survey, is "interest in the field," while jobs were of less concern to upperclassmen.

Analysis in the survey argued that "people tend to feel that choice of major is a very personal decision and they place great importance on contact with upperclassmen and faculty." "Personal interest," the report claims, is predominant.

R/O week

Response concerning Residence/Orientation week was largely negative. "Many people expressed not relaxation or boredom, but disgust with the process..."

The survey consisted of seven different questionnaires sent to five different samples of freshmen, two of sophomores, and one of juniors. Each sample was 10% of the class at MIT. The report on the survey, prepared by Nancy Wheatley '71, stated that "the study was undertaken to get a sampling of student experience and opinion and was not intended to be a rigorous research effort." Other students who assisted in analyzing the responses were Bill Mize '72, Walter Middlebrook '74, Bill Orchard '74, Ed Ringel '74, Pete Messeri '72, Steve Cochi '73, Paul Levy '72, John Napier '72, and Barbara Bowling.

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Announcements

* A NATIVE AMERICAN SPEAKS OUT — hear Rayleen Bay, Boston Indian Council, co-ordinator of National Day of Mourning (Thanksgiving for Indians), chairwoman of the Eastern Seaboard Coalition of Native Americans. Friday, April 9, 1971, 8 pm, at the Militant Labor Forum, Room 307, 295 Huntington Ave., Boston. For further information call 536-6981.

* Finance Board Budget hearings for academic year 1971-72 will be held in W20-401 on April 13, 14, and 21 at 7:30 pm.

* Alpha Phi Omega will be going to the Children's Zoo in Franklin Park to do painting and cleaning in preparation for the opening of the zoo this spring. Anyone interested is invited. Meet at the APO office (W20-415) at 9 am this Saturday (April 10). Call x3788 or x7765 for details.

* The Walker Memorial Assembly Ball Committee regretfully announces the discontinuation of the William Hamilton Carlisle Assembly Ball, an annual spring event at the Institute for the last 36 years. We wish to thank anyone who has aided the Committee over this time.

* MIT Creative Photo Lab announces a lottery for places in Creative Photography 4.051 for the fall term 1971 to be held on Monday, May 17, 1971. Sign up in W31-310 (duPont Gym, third floor) between April 12 and May 14. All students except freshmen are eligible.

* Attention, men who like to sing!! You are cordially invited to sing with the Waltham — Newton — Wellesley Chapter, SPEBSQSA at our Open House on Monday evening, April 12, 8 pm. The place: the First Baptist Church of Waltham, 400 Lexington Street, Waltham, Mass. (at the corner of Totten Pond Rd.). FREE PARKING in the lot at the rear of the church. Free snacks and coffee. Come and "Sing Along" for an evening of "Barbershop Harmony." Bring a friend... or your own quartet.

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3rd Week! YELLOW SUB-
MARINE 6:35 - 9:55 & ALICE'S
RESTAURANT 8:05 Weekend
Matinees 4:40

The Tech Sports

Rugby squads split in season's first games

By Patrick Bailey

The rugby club opened its Spring season with two exciting and satisfying games against the Boston Pilgrims teams Saturday. The A team bowed 6-8 to the Pilgrims first team, while the B team trounced the Pilgrim's seconds 12-3.

The A team played a very spirited and aggressive game, gradually dominating the scrum play from the first half on. Team work and good support by the forwards resulted in a near try by Tech Capt. Frank Gaughan, but the half ended scoreless with neither side showing a definite advantage.

The Pilgrims scored twice early in the second half, capitalizing on two Tech errors: an intercepted pass and a well-blocked kick. The second conversion was missed, and Tech was down 0-8. Then the Tech back line started to come alive with spectacular runs by Wayne Book and Bob Charles to set up two penalty goals, both converted by Ed Walker. Tech could not penetrate again, and the game ended 6-8.

The B game was dominated by MIT. Jim Hunt and Ralph Masiello led the forwards in demolishing all aggressive efforts

the Pilgrims attempted. Daryl Boggs, playing in his first game and at scrum half, did a fantastic job at getting the ball out to the backs. And when the backs got the ball, they scored. Don Arkin scored twice in the first half with his usual unbelievable moves, but both tries went unconverted. The Pilgrims came back in the second half to score an unconverted try, but again the MIT backs, with great support from Al Solish and Don Arkin, set up wing Joe Weber in a thrilling scoring effort. A penalty kick late in the game by Jim Ryan put MIT out of reach, and the game ended 12-3.

The next game is on Sunday, 1 pm, when MIT hosts the Mt. Royal Montreal team on the west end of Briggs Field.

Batsmen lose to tough BC

By Joe Garavioli

I'm going to let you play coach. You are in the second inning of a game against Boston College. You have not beaten BC in twenty-three years. The temperature is 42, and a twenty mile-an-hour wind blows toward right field. The score is 1-1 and you have a runner on third with one out. Do you squeeze?

Same game; score 1-1; bottom of the third. You have runners on first and third with two outs. Your number three hitter is at the plate; he struck out last time. Your runner on first is smart; your runner at third is quick. Do you run the delayed steal?

It's now the top of the eighth. The game has been a pitcher's duel, with the score still 1-1. Runners on first and third for BC. Do you have the second baseman and shortstop play for the double play, or play for the play at the plate?

Tuesday afternoon varsity baseball coach Francis O'Brien was faced with these dilemmas and several others, and made these choices: in the first case he didn't squeeze, in the second he did not run the steal, and he had his infielders play for the play at the plate in the eighth. The



Pitcher Al Dopfel '72 fires one past a Boston College batter. Dopfel pitched a fine game in Tuesday's action, but the MIT squad managed only two hits as they dropped their home opener 5-1.

Photo by Sheldon Lowenthal

choices were correct in this writer's opinion (and, incidentally, in the opinion of a prominent Wellesley sportswoman), but the result of the game was 5-1 BC.

It's really a crime that the Techmen couldn't muster more than two hits against BC's Tim Hagerty, for if ever a pitcher looked great, Al Dopfel '72 was at his finest Tuesday. He struck out nine, walked only five, and

pitched one of the greatest games ever thrown by a Tech pitcher. And the sad fact is that he almost won it. Because the game was a game of momentum, a game in which a break either way could have made the difference, the bottom of the seventh is worth repeating over on paper. Al Dopfel (who else) led off with the Techmen's first hit. Two outs later Rich Roy '72 drew a walk. Up to the plate came freshman third baseman Dave Tirrell. On a 2-2 count Dave hit a ball up the middle that looked like it might make it through and score the run. The BC second baseman made an excellent stop, and only a good slide by Roy prevented the force-out. So the bases were loaded and benchy Kevin Rowland '74 stepped to the plate. And remember, the Techmen almost broke the game open there. Rowland gets a 1-1 count and then rips a line shot down the third base line. If it's fair it will score two, maybe three. But with typical Techmen luck, it hits about three feet foul. Then on the next pitch he hits a deep fly only to be caught by the right fielder.

The Techmen were noticeably down after that half inning, and in the eighth BC got three runs to put the game on ice. It's a tough one to lose, especially when you consider that MIT hadn't played a good game against BC in five years. But Coach O'Brien still has hope. He has said that he thinks that as his freshmen gain poise, the ball club will improve, and he expects to have a hot squad by May. Tech's next game will be today against Lowell Tech, with either Gary Williams or Chuck Holcum expected to start.

Crew, track to open action

By Randy Young

Although several Tech varsity squads have been in action since the beginning of spring vacation, two sports will get underway this weekend, as well as one junior varsity/freshman squad, and all the teams are hoping for victory in their first encounters of the season.

Both the varsity heavyweight and lightweight crew squads open up tomorrow, with the heavies meeting Columbia on the

Charles at 11:45 am, preceded by freshman and JV races at 10:15 and 11:00 respectively. At 5:40 pm, the lightweight contingent goes against Trinity and Yale in New Haven. The freshman and JV lights, also heading for their season openers, are scheduled to start at 5:00 and 5:20.

The heavyweights have not won a race against regular season competition since April 20, 1968, and are really spoiling for a win. According to coach Pete Holland, the squad is in good shape. "We're definitely faster at this time of year than last," he explained.

Also on Saturday, the Tech track team travels to Durham, New Hampshire, to meet the University of New Hampshire squad. Coming off an outstanding 6-1 indoor season, the thin-clads sport an especially strong field team. Led by Brian Moore (shot, hammer, discus), Dave Wilson pole vault), and Scott

Peck (long jump, high jump), all '73, the field men anchored the indoor team. Other top sophomores who promise to be high on the scoring list for the engineers include Bob Tronnier, Walt Gibbons, Elliot Borden, and John Kaufman.

In addition to the crew and track openers, the junior varsity/freshman baseball team squares off against the St. Sebastian nine on Saturday, in a game to be played in Newton.

On Deck

Saturday

Track(V)-New Hampshire @ Durham, 1:00
Golf(V)-St. Anselm's @ Hudson, N.H., 10:30
Sailing(V)-Invitational @ Tufts, 12:30
Lacrosse(V)-Holy Cross, home, 2:00
Tennis(V)-Bowdoin, home, 2:00
Baseball(JV/F)-St. Sebastian's @ Newton, 2:00

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